DOCUMENT RESUME

ED 349 109 PS 020 766

AUTHOR Gifford, M. S.
TITLE Issues on Teacher Certification in Kentucky.
PUB DATE Apr 92
NOTE 5p.; Paper presented at the Research Roundtable at the Association for Childhood Education International (Chicago, IL, April 22-25, 1992).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Early Childhood Education; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Preschool Teachers; State Legislation; State Standards; *Teacher Certification; *Teacher Education
IDENTIFIERS *Kentucky; *Kentucky Education Reform Act 1990; Mixed Age Groups

ABSTRACT

This paper discusses three issues relating to teacher certification in Kentucky. These issues are: (1) certification of teachers who work with children under the age of 6 years; (2) preparation of teachers for primary education; and (3) alternative certification. The first issue raises questions of whether Kentucky should require certification for prekindergarten teachers and which early childhood personnel should be covered by the requirement for certification. The second issue results from the primary school program, which is newly mandated in Kentucky. This program includes developmentally appropriate practices, authentic assessment, and the use of multi-age and multi-ability classrooms. Required changes in certification and preparation of elementary teachers must be facilitated. The issue of alternative certification is addressed by the Kentucky Education Reform Act, which provides for state-approved teacher training programs in local school districts as alternatives to colleges' teacher preparation programs for nonteaching professionals. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marilyn Sue Gifford
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED349109

Gifford, M. S. (1992, April). Issues on Teacher Certification in Kentucky. Paper presented at the Research Roundtable of the Association for Childhood Education International, Chicago, IL.

ISSUES ON TEACHER CERTIFICATION IN KENTUCKY

The Kentucky Education Reform Act is called KERA in Kentucky. House Bill 940 (1990) brought sweeping changes to elementary and secondary education in our state and to institutions responsible for the preparation of teachers. Three issues on teacher certification of major concern in Kentucky are: certification of teachers who work with children under the age of six, preparation of teachers for the new primary school, and alternative certification.

Federal and state law have given school districts the responsibility for meeting educational needs of children three, four and five years of age in addition to those children eligible for public school kindergarten enrollment. KERA also provides for family support of elementary school children that can include the care of children younger than three. The needs of these children are met in a variety of programs and locations.

One of the responsibilities of the newly created Education Professional Standards Board is to establish standards and requirements for obtaining and maintaining a teaching certificate. Currently Kentucky provides a primary, kindergarten through fourth grade; middle, fifth through eighth grade; and secondary, ninth through twelfth grade, certificate for regular classroom teachers and categorical special education certificates. Should Kentucky, as have some other states, create

PS 020766

BEST COPY AVAILABLE

a prekindergarten teacher certificate? Should the certificate include personnel working with children birth to five years of age, normally developing, at risk, and with identifiable special needs? Should the certificate include personnel working with all children birth through eight years? Should the credential be an enforcement to another certificate and include only personnel working with threes and fours in public schools?

A second issue of certification in Kentucky is a result of the newly mandated primary school program. The new primary school in Kentucky will have the following attributes: Professional Teamwork, Positive Parent Involvement, Authentic Assessment, Qualitative Reporting Methods, Developmentally Appropriate Educational Practices, and Multi-Age/Multi-Ability Classrooms. The multi-age/multi-ability classrooms will include children from the age of school entry, usually five, through the successful completion of primary school, usually four or possibly five years older. Some teachers in Kentucky hold a kindergarten only certificate, some teachers have a Grade 1-8 certificate, some have a Grade 1-8 certificate with a kindergarten endorsement, and newly certified teachers hold a primary, kindergarten-fourth grade, certificate. How can the changes and adjustments required of inservice teachers best be facilitated?

The primary school not only has implications for teachers in the field. Teacher preparation and certification programs must adjust to the new primary school requirements and the complexity of organization and curriculum decision making at the school

building level provided by KERA. How can preservice teachers best be prepared to meet the challenge of new multi-systems?

A third issues in Kentucky is Alternative Certification. KERA provides for a state approved local district training program as an alternative to the college teacher preparation program for non-teaching professionals. The training program may be offered in all instructional fields for primary, middle, and secondary classroom teachers but not for teachers of exceptional children. A school district plan for an alternative training program must include provisions for joint sponsorship of the program with a college or university. How can inservice and teacher preparatory personal work together in innovative ways to create the best teaching and learning environment and leadership?

KERA provides many opportunities and exciting challenges to Kentucky educators. Our goal, like yours, is to provide for our children many exciting challenges and opportunities for success.

SOURCES USED IN PREPARING THIS PAPER

American Association of Colleges for Teacher Education. (1989). Alternative preparation for licensure: A policy statement. Washington, DC: author.

Appalachia Education Laboratory. (1990). Kentucky creates schools for kids. Policy Briefs Charleston, WV: author.

Foster, J.D. (1991). The role of accountability in kentucky's education reform act of 1990. Educational Leadership, 48(5), 34-37.

Kentucky Education Reform Act of 1990, House Bill 940

Kentucky General Assembly and Kentucky Governor Wilkinson, (1991). Education reform in kentucky: A new beginning. Frankfort, Ky: Commonwealth of Kentucky.

Miller, M. H., Noland, L., & Schaaf, J. (1990). A guide to the kentucky education reform act of 1990. Frankfort, KY: Legislative Research Commission.

Miller, M. H., Noland, L., & Schaaf, J. (1991). The kentucky education reform act of 1990: A citizen's handbook. Frankfort, Ky: Legislative Research Commission.

The Pichard Committee for Academic Excellence and The Partnership for Kentucky School Reform. (1991). KERA updates: Watch for ... Frankfort, KY: Author.

Rose v. Council for Better Education, Inc., Ky., No. 88-SC-804-TG (Sept 29, 1989)

Van Meter, E. J. (1991). The kentucky mandate: school-based decision making. NAASP Bulletin, 75(532), 52-63.